

Coming to America: Immigration 1800s to 1900s

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Summer 2012

CIEP 475 Workshop – Teaching with Primary Sources Course

Title

Coming to America: Immigration 1800s to 1900s

Overview

This lesson will introduce students to immigration during the 1800s and 1900s. Students will have read about the Industrial Revolution and how it created a need for more people to work in various industries. Students will have had prior experience using primary sources and primary source analysis tools.

Objectives

- After completing the lesson, students will be able to compare and contrast immigration from the past to the present.
- Students will make inferences by analyzing photographs related to immigration.
- Students will be able to explain the challenges immigrants faced when they came to America.

Standards (State and Common Core)

RI.5.7

Draw on information from multiple print or digital Sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

RI.5.9

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

W.5.9 b

Draw evidence from literary or informational texts to support analysis, reflection, and research.

1b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

W.5.8

Recall relevant information from experiences or gather relevant information from print and digital

Time: One class period 40 minutes

Recommended Grade Range: Grade 5

Subject/Topic

Social Studies/Language Arts

PREPARATION

Materials Used

- Primary Source Analysis Tool from teacher's page, LOC.Gov. found at http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos_and_Prints.pdf
- United States Harcourt Brace Social Studies, Harcourt Brace & Company 2002 edition
- Immigration challenges for New Americans from teacher's page, LOC.Gov, found at: http://www.loc.gov/teachers/classroommaterials/primarysourcesets/immigration/pdf/teacher_guide.pdf
- Chart Paper
- Venn Diagram

Resources Used

-The statue of liberty

Digital ID: (digital file from original print) pga 02544

<http://hdl.loc.gov/loc.pnp/pga.02544>

Reproduction Number: LC-DIG-pga-02544 (digital file from original print)

Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA

- [Four immigrants and their belongings, on a dock, looking out over the water; view from behind]

Digital ID: (color film copy transparency) cph 3g05584

<http://hdl.loc.gov/loc.pnp/cph.3g05584>

Reproduction Number: LC-USZC4-5584 (color film copy transparency) LC-USZ62-15535 (b&w film copy neg.)

Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA

-The New Colossus

Creator: Emma Lazarus

1883

<http://www.loc.gov/exhibits/haventohome/images/hh0041s.jpg>

[transcript used for Emma Lazarus (1849-1887)]

"The New Colossus"

[titled "Sonnet" in notebook]

Manuscript poem, bound in journal

Courtesy of the American Jewish Historical Society, New York and Newton Centre, Massachusetts (41)

PROCEDURE

- As an introduction to lesson focus, the teacher will ask students questions such as: Why do you think people would leave everything behind to go to another country? How do you think others would react to the immigrants arriving to that country? What do you know about early immigration? Teacher would write student responses on chart paper. (5 minutes)
- Teacher will form teams of three to four students. Teacher will give each team a photo of The Statue of Liberty. See Appendix A
- Teacher will tell students that the Statue of Liberty represents many things to different people. Teacher will ask students to generate a list of four to five words that show how the statue represents early immigrants. Teams will select one of the terms to share out. (5 to 8 minutes)
- After sharing, teams will place list on parking lot * so that students can view the other responses.
- *A parking lot is one sheet of chart paper placed on the wall or chalkboard in the classroom. It is used for group activities where the participants post their responses.
- Teacher will give a copy of the poem “The New Colossus “ by Emma Lazarus to each student. Teacher will tell students that the poem is found on the platform of the statue. Teacher will ask students to read and interpret the last five lines of the poem. Students are to think about how the last five lines relate to early immigrants. Students will record their responses on the handout and be ready to share. (10 minutes) See Appendix B.
- Students will be given photo of **Four Immigrants and their belongs, on a dock, looking out over the water; view from behind** and photo analysis tool. See Appendix C and D
- Teacher will tell students that the photo represents immigrants from the time period they will be reading about in their text.
- Teacher will tell students to analyze the photo using the photo analysis tool. (5 minutes)
- Students to share responses from photo analysis tool. (5 minutes) Photo analysis tool will be posted next to parking lot.
- Teacher will assign and explain homework. Students will read Lesson 3 “New Immigrants” pages 495-499. After reading lesson, students will use a Venn Diagram to compare and contrast immigrants from the past with immigrants from today. See Appendix E
- Using information from the text students will write a two to three paragraph essay explaining the challenges immigrants faced at that time.

Differentiation

Students will be paired with a strong reader and writer.

Students having difficulty writing may write one paragraph for the homework assignment.

Extension Ideas

Students research Ellis Island.

Students use www.loc.gov to find and analyze photographs of immigrants arriving at Ellis Island.

Students to read novel tied to the immigrant experience

EVALUATION**Evaluation**

Teacher will observe group discussion to check for understanding of lesson objectives.

Homework will be used to check for understanding of lesson focus and whether additional teaching will be needed.

CREDITS

Luisa Santoyo

Appendices

Appendix A



W. & A. G. B. 1868

W. & A. G. B. 1868

Appendix B

Sonnets.

I

The New Colossus.

Not like the brazen giant of Greek fame,
 With conquering limbs astride from land to land,
 Here at our sea-washed, sunset gates shall stand
 A mighty woman with a torch, whose flame
 Is the imprisoned lightning, and her name
 Mother of Exiles. From her beacon-hand
 Glows world-wide welcome; her mild eyes command
 The air-bridged harbor that twin cities frame.

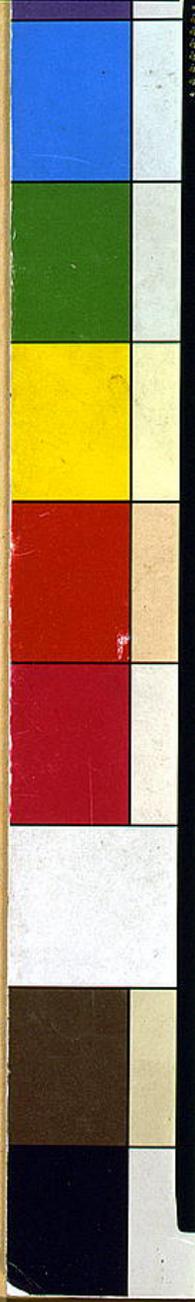
"Keep, ancient lands, your storied pomp!" cries she
 With silent lips. "Give me your tired, your poor,
 Your huddled masses yearning to breathe free,
 The wretched refuse of your teeming shore.
 Send these, the homeless, tempest-tost to me,
 I lift my lamp beside the golden door!"

1863.

(Written in aid of Bartholdi's Pedestal Fund.)

Appendix C

LC-USZ62-15535



KODAK SAFETY FILM

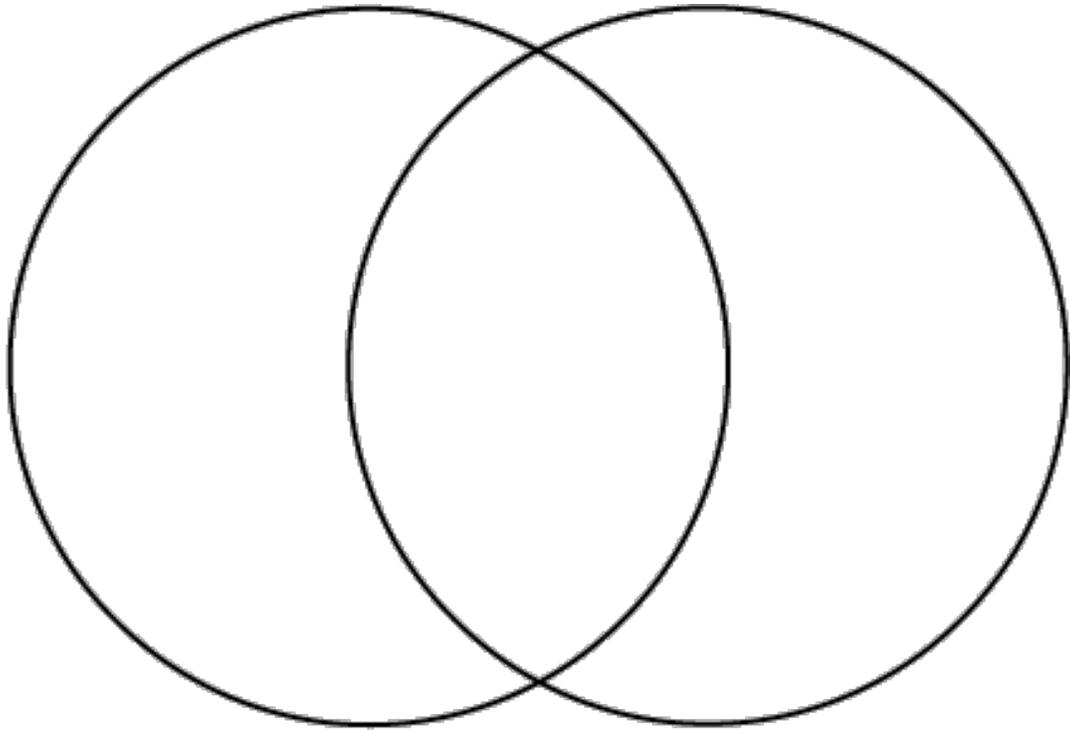
Appendix D

Primary Source Analysis Tool

Observe	Reflect	Question
Describe what you see. What do you notice first? What people and objects are shown? What is the physical setting?	Describe what you see. What do you notice first? What people and objects are shown? What is the physical setting?	What do you wonder about? Who? What? When? Where? Why? How?

-Adapted from www.loc.gov analysis tool.

Appendix E



Venn Diagram

Timeline for Early Immigration

(found at Loc.gov online)

1849

California Gold Rush Chinese migration begins the following year

1860

Japanese workers arrive to work in sugarcane fields in Hawaii

1865

Transcontinental Railroad

1868

Burlingame Treaty Treaty between U.S. and China equal treatment of Chinese immigrants

1880

Italian immigrants arrive in U.S. due to crop failure in Italy

1882

Chinese Exclusion Act first immigration law restricting immigration to U.S. Stopped Chinese immigration for ten years and prohibited Chinese from becoming citizens

1886

American Federation of Labor first labor union

1890

Homestead Strike protested wages in Carnegie's steel plants

1892

Ellis Island opens as an east coast immigration center

Geary Act of 1892 law extended for another ten years regarding Chinese immigration

1894

Immigration Restriction League advocated a literacy requirement to limit immigration to the U.S. Immigrants were from Italy and Eastern Europe

Pullman Strike

1907-1910

Dillingham Commission formed to examine the affects of immigration in the U.S. It provided rational for restrictions on immigration

1917

Literacy test for immigrants becomes law

1924

Immigration Act of 1924 restricted southern Europeans and Russian Immigrants from entering U.S.

1929

National Origins Act immigration limited to 150,000 per year and Asian immigration was barred

Historical Background Information Sheet

Immigration challenges for New Americans from teacher's page, LOC.Gov, found at:
http://www.loc.gov/teachers/classroommaterials/primarysourcesets/immigration/pdf/teacher_guide.pdf